Mission / Purpose
To prepare studio artists and designers for a broad arts experience and for entry into studio graduate programs. The BFA concentrates on supporting studio practices and providing the students with access to a majority of studio experiences while giving them a strong base in art history and providing for them a basic but well rounded general education.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Substantial body of work
Students will create a substantial body of graphic design work which is significant, creative, independent, and well-crafted.

Related Measures:

M 1: Capstone Rubric
A standard rubric designed by the design faculty to measure the body of work created for the senior capstone and the written and oral assignments.

Target:
75% of students will achieve 3/5 or higher on senior project rubric criteria #1: Students will create a substantial body of graphic design work which is significant, creative, independent, and well-crafted.

Findings (2013-2014) - Target: Met
92% (12/14 students in fall 2013 and 11/11 students in spring 2014) met the target.

M 3: Exit Survey
Exit Survey

Target:
75% of students will answer exit survey question #1 ("My program enabled me to create a substantive body of design work") with a 3/5 or higher.

Findings (2013-2014) - Target: Met
100% of students (14/14 in fall 2013 and 11/11 in spring 2014) answered exit survey question #1 ("My program enabled me to create a substantive body of design work") with a 3/5 or higher.
SLO 2: Oral Communication
Students will demonstrate proficiency in oral communication during the formal presentation of their Senior Project work.

Connected Documents
- Senior Capstone Project Rubric
- Exit Survey

Related Measures:

M 1: Capstone Rubric
A standard rubric designed by the design faculty to measure the body of work created for the senior capstone and the written and oral assignments.

Source of Evidence: Capstone course assignments measuring mastery

Target:
75% of more of students will achieve 3/5 or higher on senior project rubric criteria #2: "Students will demonstrate proficiency in oral communication during the formal presentation of their Senior Project work."

Findings (2013-2014) - Target: Met
96% (14/14 students in fall 2013 and 10/11 students in spring 2014) met the target.

M 3: Exit Survey
Exit Survey

Source of Evidence: Exit interviews with grads/program completers

Connected Document
- Exit Survey

Target:
75% of students will answer exit survey question #4 with a 3/5 or higher: "I believe that I am able to express thoughts about art and design in speaking."

Findings (2013-2014) - Target: Met
100% (14/14 students in fall 2013 and 11/11 students in spring 2014) answered exit survey question #4 with a 3/5 or higher: "I believe that I am able to express thoughts about art and design in speaking."

SLO 3: Written Communication
Students will demonstrate proficiency in written communication and demonstrate their ability to adhere to professional writing standards.

Connected Documents
- Senior Capstone Project Rubric
- Exit Survey

Related Measures:

M 1: Capstone Rubric
A standard rubric designed by the design faculty to measure the body of work created for the senior capstone and the written and oral assignments.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**
- *Senior Capstone Project Rubric*

**Target:**
75% of students will achieve 3/5 or higher on senior project rubric criteria #3: "Students will demonstrate proficiency in written communication and demonstrate their ability to adhere to professional writing standards."

**Findings (2013-2014) - Target: Met**
87.5% (10/14 students in fall 2013 and 11/11 students in spring 2014) met the standard.

**M 3: Exit Survey**
Exit Survey

Source of Evidence: Exit interviews with grads/program completers

**Connected Document**
- *Exit Survey*

**Target:**
75% of students will answer exit survey question #5 with a 3/5 or higher: "I believe that I am able to express thoughts about art and design in writing."

**Findings (2013-2014) - Target: Met**
100% (14/14 students in fall 2013 and 11/11 students in spring 2014) answered exit survey question #5 with a 3/5 or higher: "I believe that I am able to express thoughts about art and design in writing."

**SLO 4: Historical Context**
Students will demonstrate the ability to place their own design work within a broader historical and professional context.

**Connected Documents**
- *Senior Capstone Project Rubric*
- *Exit Survey*

**Related Measures:**

**M 1: Capstone Rubric**
A standard rubric designed by the design faculty to measure the body of work created for the senior capstone and the written and oral assignments.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**
- *Senior Capstone Project Rubric*

**Target:**
75% of students will achieve 3/5 or higher on senior project rubric criteria #4: "Students will demonstrate the ability to place their own design work within a broader historical and professional context."
Findings (2013-2014) - Target: Not Met
68% (10/14 students in fall 2013 and 7/11 students in spring 2014) met the standard.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Strengthen articulation of historical and contextual awareness
Established in Cycle: 2013-2014
Because the goal of "students demonstrating the ability to place their own design work within a broader historical and professio...

M 3: Exit Survey
Exit Survey
Source of Evidence: Exit interviews with grads/program completers

Connected Document
- Exit Survey

Target:
75% of students will answer exit survey question #6 with a 3/5 or higher: "My courses in art and design history helped me to understand and appreciate art and design history."

Findings (2013-2014) - Target: Met
96% (13/14 students in fall 2013 and 11/11 students in spring 2014) answered exit survey question #6 with a 3/5 or higher: "My courses in art and design history helped me to understand and appreciate art and design history."

SLO 5: Critical Analysis
Students will demonstrate the ability to critically analyze design solutions.

Connected Documents
- Senior Capstone Project Rubric
- Exit Survey

Related Measures:

M 1: Capstone Rubric
A standard rubric designed by the design faculty to measure the body of work created for the senior capstone and the written and oral assignments.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document
- Senior Capstone Project Rubric

Target:
75% of students will achieve 3/5 or higher on senior project rubric criteria #5: "Students will demonstrate the ability to critically analyze design solutions."

Findings (2013-2014) - Target: Met
84% (12/14 students in fall 2013 and 9/11 students in spring 2014) met the standard.

M 3: Exit Survey
Exit Survey

Source of Evidence: Exit interviews with grads/program completers

Connected Document
• Exit Survey

Target:
75% of students will answer exit survey question #3 with a 3/5 or higher: "I developed the ability to think critically and creatively."

Findings (2013-2014) - Target: Met
100% (14/14 students in fall 2013 and 11/11 students in spring 2014) answered exit survey question #3 with a 3/5 or higher: "I developed the ability to think critically and creatively."

SLO 6: Professional practice
Students will demonstrate their awareness of and preparation for professional practice in the field of graphic design.

Connected Documents
• Senior Capstone Project Rubric
• Exit Survey

Related Measures:

M 1: Capstone Rubric
A standard rubric designed by the design faculty to measure the body of work created for the senior capstone and the written and oral assignments.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document
• Senior Capstone Project Rubric

Target:
75% of students will achieve 3/5 or higher on senior project rubric criteria #6: "Students will demonstrate their awareness of and preparation for professional practice in the field of graphic design."

Findings (2013-2014) - Target: Met
88% (12/14 students in fall 2013 and 10/11 students in spring 2014) met the target.

M 3: Exit Survey
Exit Survey

Source of Evidence: Exit interviews with grads/program completers

Connected Document
• Exit Survey

Target:
75% of students will answer exit survey question #2 with a 3/5 or higher: "I developed an awareness of professional practice in the visual arts and design from my professors."

Findings (2013-2014) - Target: Met
100% (14/14 students in fall 2013 and 11/11 students in spring 2014) answered exit survey
question #2 with a 3/5 or higher: "I developed an awareness of professional practice in the visual arts and design from my professors."

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 7: Graduate in a timely manner
Graphic Design students will graduate in a timely manner.

Related Measures:

M 2: Graduation Rate
Graduation rate gathered through SOAR.

Source of Evidence: Academic indirect indicator of learning - other

Target:
70% of majors will graduate within 5 years of declaration (for first-time freshmen) or within 3 years (for transfer students).

Findings (2013-2014) - Target: Not Met
60% of students (7/14 in fall 2013 and 8/11 in spring 2014) met the target of graduation within 5 years of declaration (for first-time freshmen) or within 3 years (for transfer students).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Graduation rate data
Established in Cycle: 2012-2013
Last year, the faculty determined that the metric of graduation within 5 years of declaration (for first-time freshmen) or within...
The faculty will design and implement a new evaluation rubric for the 2013-14 academic year.

Established in Cycle: 2012-2013  
Implementation Status: Finished  
Priority: High  
Implementation Description: The faculty designed and implemented a new evaluation rubric for the 2013-14 academic year. A copy of this document is saved in the Documents folder.

Connected Document  
• Senior Capstone Project Rubric

Implement new exit survey

During prior semesters, graduating seniors completed an exit survey. However, this survey changed in content and format from semester to semester. Therefore, it is not an appropriate tool for measuring and comparing student responses over time. During the fall semester of 2013, the graphic design faculty standardized the exit survey. This standardized survey will be used consistently beginning in fall 2013 and continuing into the future. A copy of the exit survey is included in the documents section of WEAVE.

Established in Cycle: 2012-2013  
Implementation Status: Finished  
Priority: High  
Implementation Description: The faculty designed and implemented a new exit survey for the 2013-14 academic year and this survey will remain standard in future semesters. A copy of this document is saved in the Documents folder.

Connected Document  
• Exit Survey

Strengthen articulation of historical and contextual awareness

Because the goal of "students demonstrating the ability to place their own design work within a broader historical and professional context" was not met, the faculty will place emphasis on this area during the 2014-15 senior capstone project course(s). In order to encourage students to articulate the relationship between their own studio work and that of their historical and professional predecessors, the faculty will provide students with a more complete model of the type of contextual information they should strive to include in their own presentations. Since there will be no students taking the capstone course in fall 2014, the faculty will meet during this semester to develop the appropriate materials and strategies for improving student outcomes in this area. In spring 2015, the new instructional materials will be used with students.

Established in Cycle: 2013-2014  
Implementation Status: Planned  
Priority: High  

Relationships (Measure | Outcome/Objective):  
Measure: Capstone Rubric | Outcome/Objective: Historical Context

Responsible Person/Group: Graphic design faculty members.

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The most important progress the graphic design area made this year is that the program has collected data and reported findings on all necessary WEAVE measures. The program established goals and metrics last year and reported our outcomes for the first time this year. Next year, we anticipate being able to track our progress in relationship to the specific goals we have established. This year’s data functions as a baseline for our program; with no prior outcomes to compare the data against, there is no real way to track progress over time this year. However, next year we will be in a good position to observe specific areas of progress. In a very general sense,
the data collection process has revealed some basic information. The student exit survey reveals that graduating students experience a high level of satisfaction with their education in the graphic design program. The rubric that the faculty uses to evaluate work in the senior capstone course reveals that students are highly successful in developing a strong body of work and preparing for professional practice (with a portfolio and resume) but slightly less successful in articulating the historical context for their work and critically analyzing their own level of formal and conceptual success within their project work. The graduation rate data reveals that the steps the program has taken toward standardization, course sequencing, and controlling entry into the upper-division courses through sophomore portfolio review are extremely necessary so that students can graduate in a timely manner.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Continued attention will be required in two areas: strengthening students' ability to articulate the historical and professional context for their senior project portfolio work and facilitating graduation in a more timely manner. Both of these outcomes have action plans associated with them for the next academic year and the faculty is in the process of implementing these action plans.

Annual Report Section Responses

Program Summary
The 2013-14 academic year was largely successful for the graphic design emphasis area. The unit designed and implemented a new capstone evaluation rubric and a new student exit survey, collected data using these instruments, and was able to report successfully met targets in all but one of the measures associated with these new metrics. (An action plan has been associated with the relevant unmet measure and improvement is anticipated in the 2014-15 academic year.) 25 students successfully completed the senior capstone project during the academic year. Several program improvements took place that are not directly related to WEAVE assessment criteria. In spring 2014, the graphic design emphasis area instituted a student-run graphic design agency, Rise Creative. The agency secures clients and delivers professional-caliber design work to these clients. Students apply to join Rise Creative and the graphic design faculty selects the strongest applications, ensuring the quality of work that is delivered to clients. The agency will continue to operate over the summer of 2014 and throughout the coming academic year under the supervision of Professor John Mark Lawler. Also in spring 2014, the AIGA Student Group at USM was established. AIGA is the professional association for graphic designers, and having a student group on campus will be an excellent networking and professional development opportunity for students. Organizational and planning meetings took place in spring 2014 and in fall 2014 the Office of Student Activities will review the group's official Application to Charter. The group will continue to operate throughout the coming year under the supervision of Professor Dori Griffin. Finally, in spring 2014, the Sophomore Portfolio Review took place, with 31 applications for acceptance into the upper-division graphic design program. 20 full-time students and 1 part-time student were accepted into the program, meaning that the program is now operating at (or, technically, slightly above) 100% capacity. Professor DeAnna Douglas chaired the committee of the whole graphic design faculty which reviewed Sophomore Portfolio Review applications.

Continuous Improvement Initiatives
The graphic design emphasis area will continue to monitor and improve the newly-established metrics and outcomes for the program. As 2013-14 is the area's first year to fully report WEAVE data, we anticipate that there will be room for improvement in 2014-15, and we plan to meet early in fall 2014 to ensure that our plans for next year’s reporting are well-developed and address all necessary questions.

Closing the Loop
In response to this annual report, two areas will be addressed by the graphic design faculty. First, the objectives that remain unmet have action plans associated with them and the faculty will address these areas of concern. These objectives are 1) students’ articulation of the historical context for their work and 2) graduation in a timely manner. Second, since all of the other targets were met with a very comfortable margin, the faculty will discuss the possibility of raising the standards of evaluation. Either the goal for the percentage of students that meet each target will be raised (for instance, from 75% to 85%) or the target itself will be raised (from a 3/5 to a 4/5 on the evaluation rubric, for instance).